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# MARYLAND



REPORT  
OF THE  
MARYLAND  
STATE  
NORMAL  
SCHOOL  
BVLIDING  
COMMISSION

ANNAPOLIS  
December 31, 1915





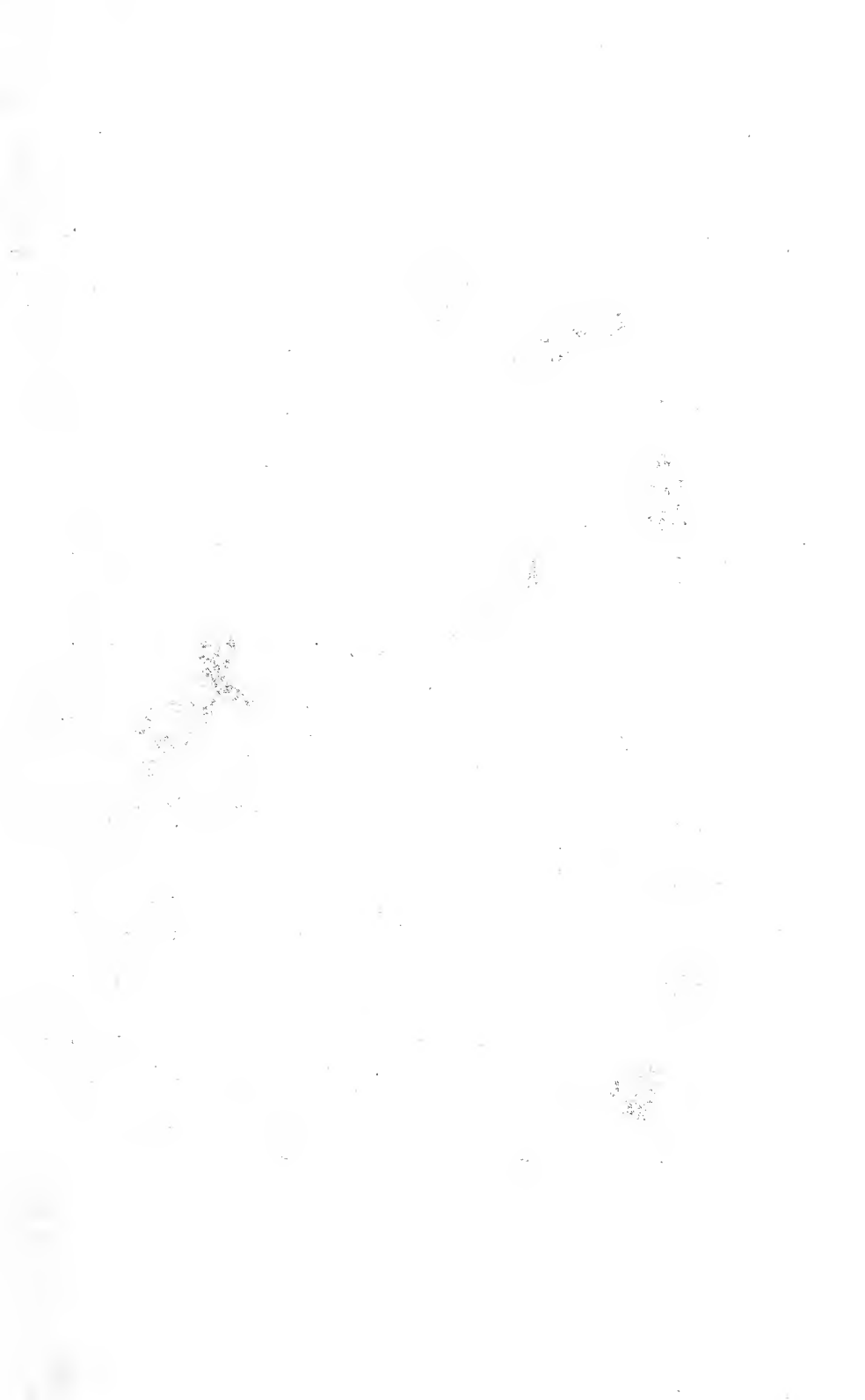




PHOTO. BY JANVIER

J. CHAS. LINTHICUM  
President of the Commission

REPORT  
OF THE  
MARYLAND STATE NORMAL  
SCHOOL  
BUILDING COMMISSION

DECEMBER 31, 1915

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ALSO AN  
ACCOUNT  
OF  
THE DEDICATION OF THE BUILDINGS  
NOVEMBER 19, 1915

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LB1885

B7

1915

**Members of the Commission.**

J. CHAS. LINTHICUM,  
President of the Commission.

JOHN S. BIDDISON,  
Vice-President.

PHILLIPS LEE GOLDSBOROUGH,  
Governor.

EMERSON C. HARRINGTON,  
Comptroller.

MURRAY VANDIVER,  
State Treasurer.

M. BATES STEPHENS,  
State Superintendent of Education.

MISS SARAH E. RICHMOND,  
Principal Maryland State Normal School.

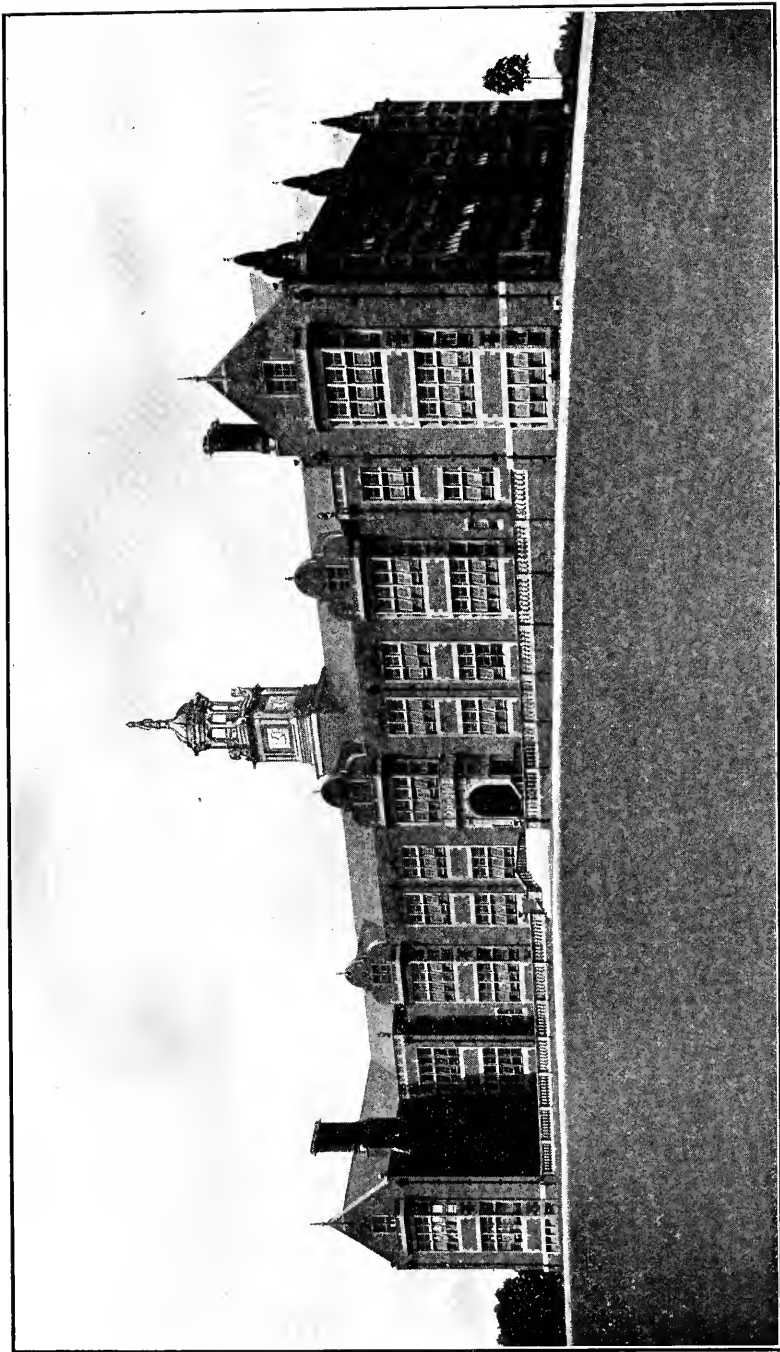
CARVILLE D. BENSON,  
W. MITCHELL DIGGES,  
PETER J. CAMPBELL,  
ALBERT M. SPROESSER,  
ANDREW J. CUMMINGS.

B. K. PURDUM,  
Secretary and Treasurer.

D. of D.

APR 6 1916

See 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

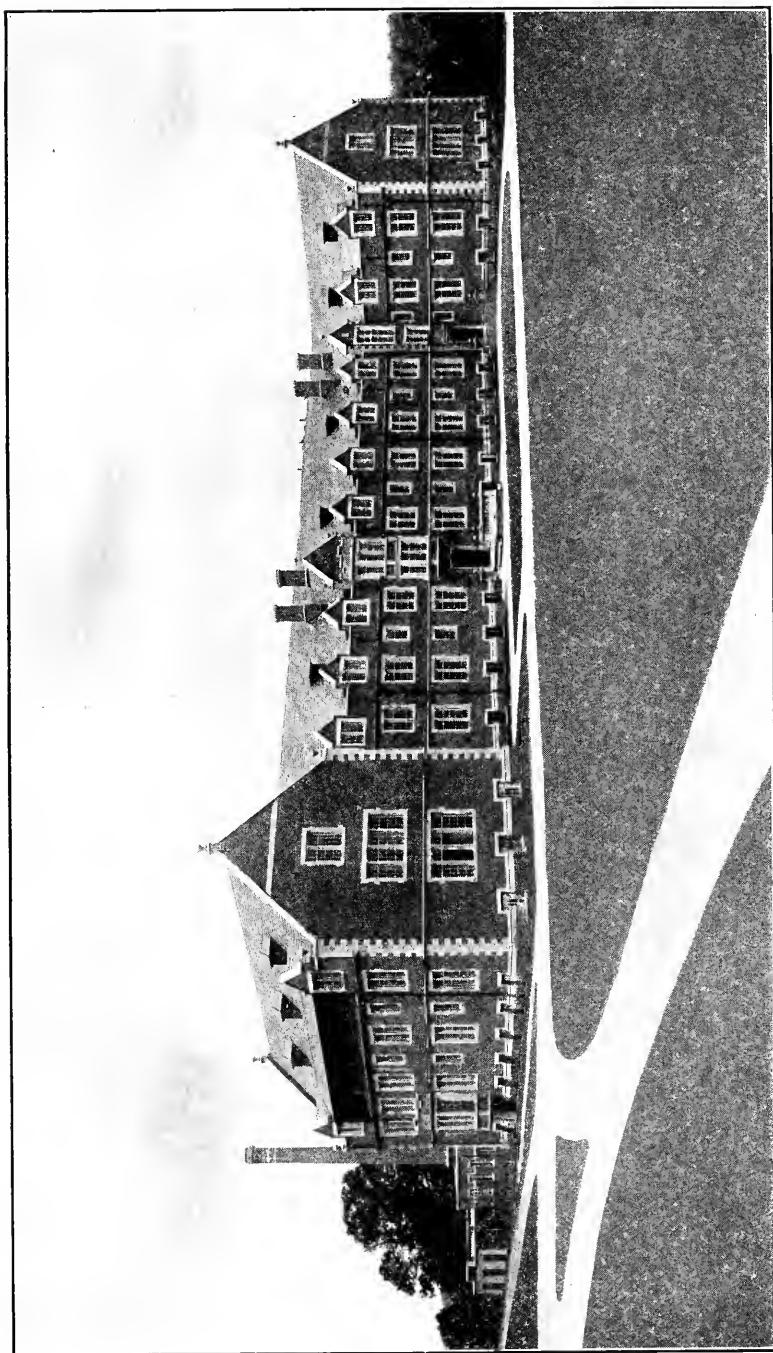


MORROW BROTHERS BUILDERS

ADMINISTRATION BUILDING



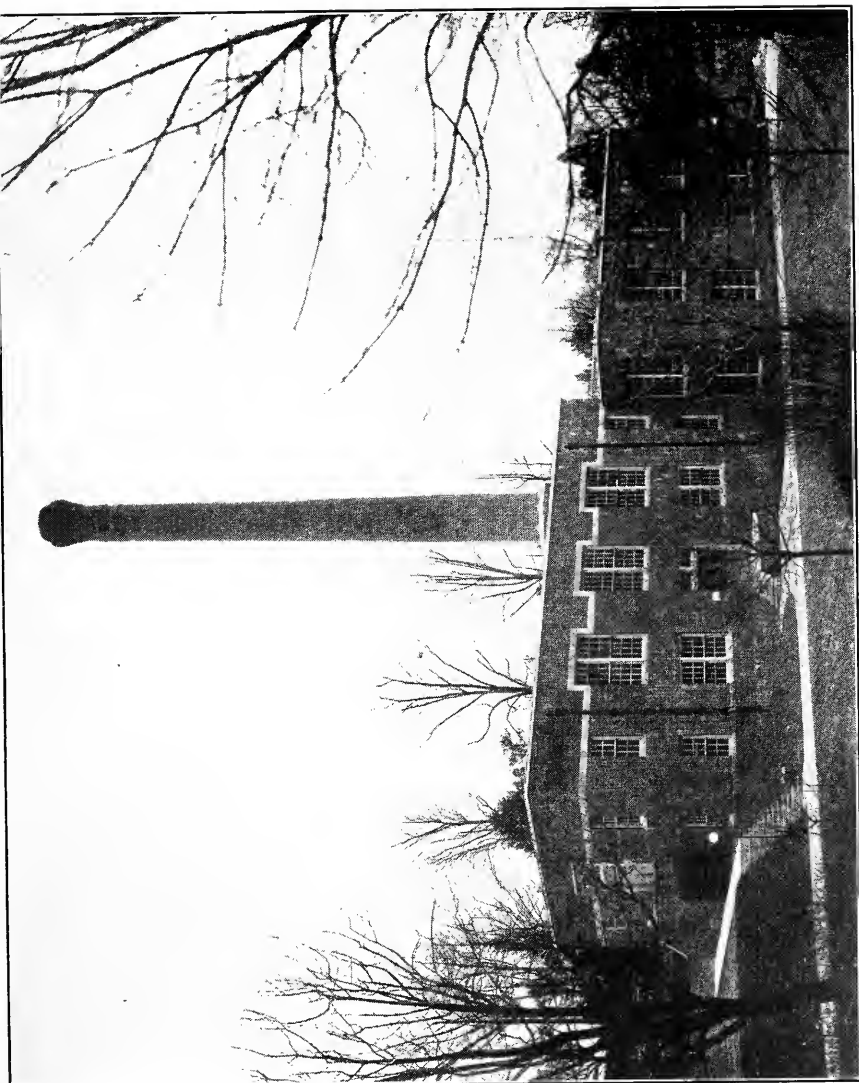




EDW. BRADY & SON, BUILDERS

NEWELL HALL

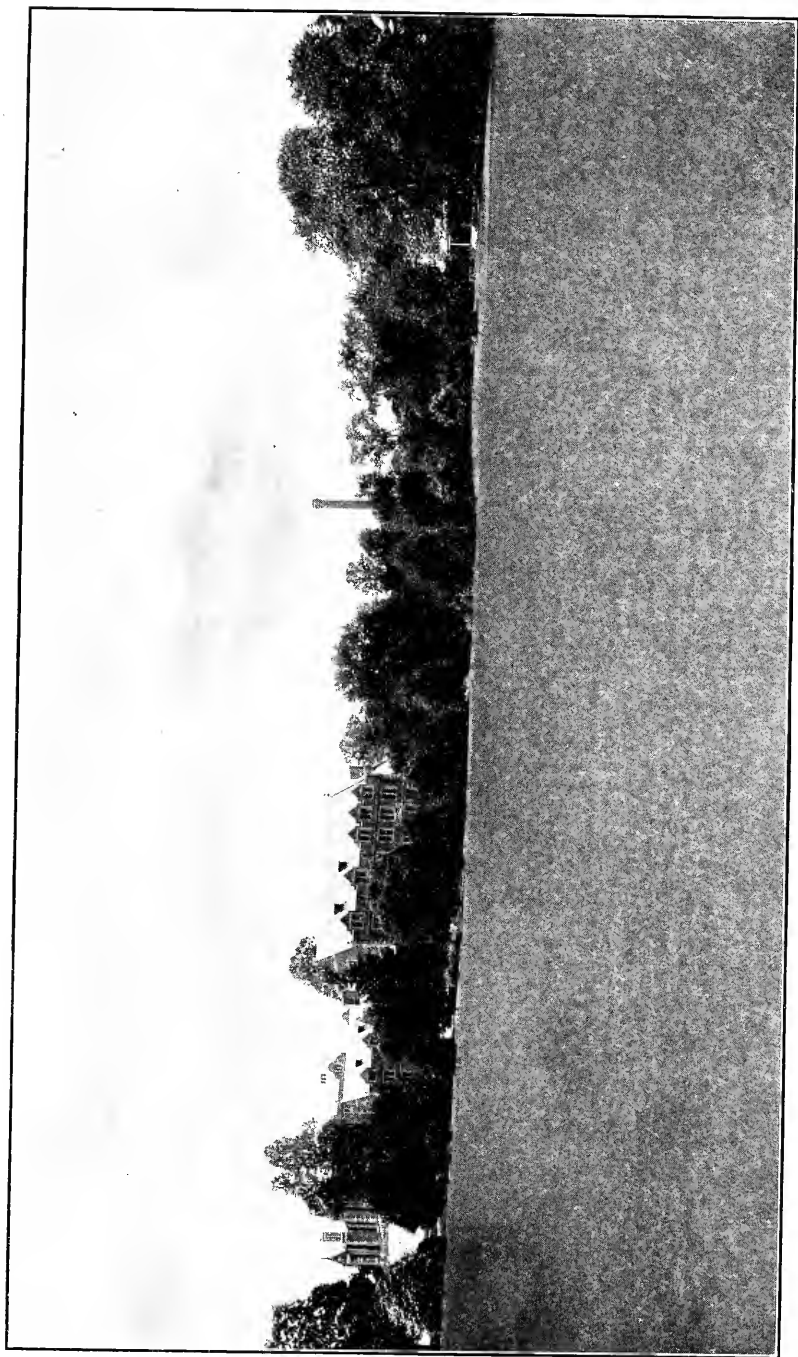




S. LINTHICUM, JR., BUILDER

POWER HOUSE





LOOKING SOUTH FROM ATHLETIC FIELD



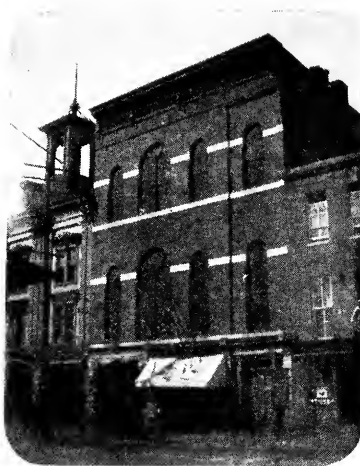


PRINCIPAL'S RESIDENCE





First Location  
Paca, Near Fayette  
Red Men's Hall  
1866-1872



Second Location  
Athenæum Club  
Charles and  
Franklin  
1872-1876



Third Location  
Lafayette and Carrollton Avenues  
1876-1915

FORMER HOMES OF THE SCHOOL





PHILLIPS LEE GOLDSBOROUGH  
Governor



# Maryland State Normal School

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## Location and Buildings.

The new buildings of the Maryland State Normal School, erected by the foregoing Commission under the authority of the General Assembly of Maryland, are beautifully located on high ground on the west side of the York road, at Towson, Baltimore county. They cost more than \$700,000 and occupy a portion of a site of 82 acres, which was purchased at a cost of \$83,735.

The new location can be reached by trolley from Baltimore, or by the Maryland and Pennsylvania Railroad.

The building group at present consists of three buildings—known as the Administration Building, Newell Hall and the Power Plant.

The buildings are Middle English in architecture, of fire-proof reinforced concrete construction throughout, faced with a dull tone of red tapestry brick. They represent all the latest features of modern school architecture.

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## Administration Building.

In the Administration Building is located the administrative offices, recitation rooms and laboratories, the auditorium and lecture rooms, the library and reading rooms, the practice school, the domestic science department, and the cafeteria for day students.

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## Newell Hall.

Newell Hall is a dormitory and will accommodate more than two hundred young women. The living rooms are arranged in suites of two, with bath between, and the accommodations afforded are, we believe, as attractive in every way as those offered by any school in the country. ✓

The bakery, kitchen and dining room for resident students are located in a wing of this building. ✓

## **Power House.**

The Power House is a central unit from which all lighting, heating, refrigerating, gas, water and electric service are supplied through a tunnel system to all parts of the buildings and grounds. The Manual Training Department and the Laundry are also located in this building.

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PARKER, THOMAS & RICE,  
Architects.

CHARLES L. REEDER,  
Consulting Engineer.

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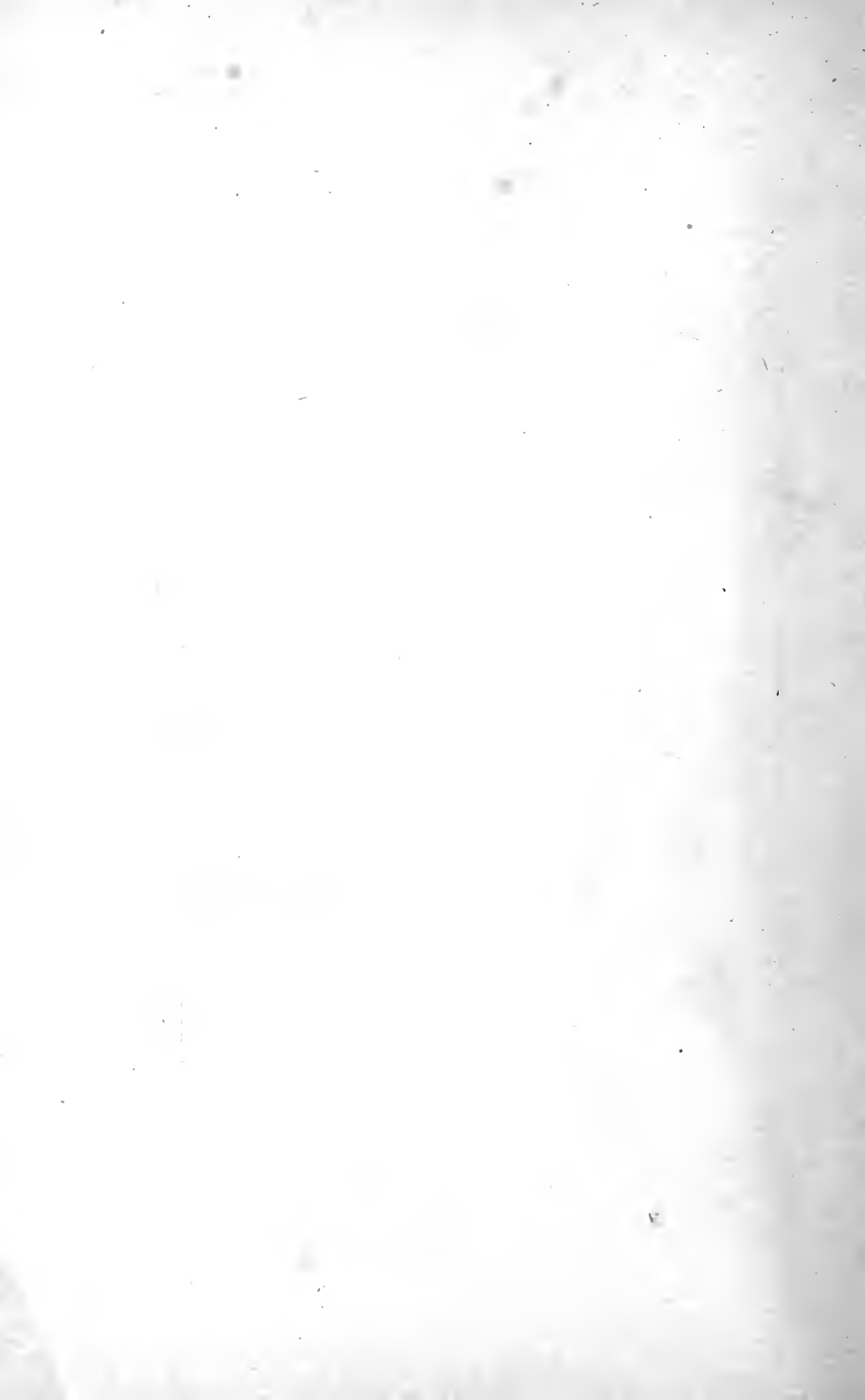
## **General Contractors.**

Administration Building	-	-	-	MORROW BROTHERS.
Newell Hall	-	-	-	EDWARD BRADY & SON.
Power House	-	-	-	S. LINTHICUM, JR.



PHOTO, BY FOSTER

EMERSON C. HARRINGTON  
State Comptroller





## Financial Statement.

### MARYLAND STATE NORMAL SCHOOL BUILDING COMMISSION

Statement of Receipts and Disbursements from June 10, 1910, Date of  
Organization, to January 1, 1916.

#### *Receipts.*

State appropriations, Chapter 352, Acts 1910.....	\$500.00
Proceeds State Bonds, Chapter 776, Acts 1912.....	582,543.00
Proceeds State Bonds, Chapter 791, Acts 1914.....	223,211.49
Interest on deposits .....	19,784.39
Rents, sale of farm products and miscellaneous receipts.....	1,046.71
Sale of old Normal School building.....	20,000.00
Total .....	<u>\$847,085.59</u>

#### *Disbursements.*

##### *Site.*

Combined cost of four properties..... \$83,735.00

##### *Administration Building.*

Morrow Brothers—Construction of building and grading of grounds.....	\$319,751.02	
Enterprise Steam and Hot Water Heating Co.— Heating and ventilating system.....	27,805.40	
James McCrea & Son—Plumbing.....	8,796.65	
The Tuec Co.—Vacuum cleaning equipment...	854.00	
Wilson-Maltman Electric Co.—Electrical work.	7,270.25	
Gilbert H. Reese—Electric fixtures (special)..	997.00	
J. Arthur Limerick Co.—Bronze tablet.....	175.00	
The E. Howard Clock Co.—Tower clock.....	500.00	
Program clock and bells.....	640.00	
McShane Bell Foundry Co.—Tower bell.....	475.00	
Hutchinson Brothers—Kitchen and lunchroom equipment .....	10,023.82	
Parker, Thomas & Rice—Architects' fees.....	22,951.57	
Charles L. Reeder—Engineers' fees.....	2,337.20	
Furniture, book stacks, stage and other equip- ment .....	13,657.99	
		<u>416,234.90</u>

##### *Dormitory Building (Newell Hall).*

Edward Brady & Son—Construction of building	\$141,314.88	
Electro-mechanical Co.—Electrical work.....	10,536.00	
Riggs, Distler & Stringer—Plumbing.....	13,897.50	
Heating .....	4,869.50	
The Tuec Co.—Vacuum cleaning equipment...	1,000.00	
C. J. Benson & Co.—Shades, draperies and decorating .....	1,950.00	
Parker, Thomas & Rice—Architects' fees.....	13,079.04	
Charles L. Reeder—Engineers' fees.....	1,012.80	
Furniture .....	5,839.16	
		<u>193,498.88</u>

*Power House.*

Sweetser Linthicum, Jr.—Construction of building	\$33,840.47	
William H. Cole & Son—Finished hardware...	262.55	
Parker, Thomas & Rice—Architects' fees.....	2,010.22	
Charles L. Reeder—Engineers' fees.....	2,400.00	
Riggs, Distler & Stringer—Mechanical work...	45,000.00	
	<hr/>	83,513.24

*Tunnels and Sewers.*

Whiting Turner Construction Co.....	\$16,872.07	
Richardson & Williams.....	1,295.00	
	<hr/>	18,167.07

*Railroad Siding.*

Howard O. Firor & Co.—Grading.....	\$1,195.51	
Md. & Pa. R. R. Co.—Laying tracks.....	805.00	
	<hr/>	2,000.51

*Roads and Walks.*

Paul J. Prodoehl Co.....		6,508.66
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*Architects' Fees (not otherwise included)*

Parker, Thomas & Rice.....	\$1,352.31	
Architectural competition .....	2,310.69	
	<hr/>	3,663.00

*Commission Expenses.*

Including expenses of members in attending meetings, committees in inspecting sites, visiting institutions outside of State, selecting materials, furniture and equipment, stationery, printing, postage and petty expenses.....		3,363.52
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*Salaries.*

Including salaries of Chief Inspector, three assistants, caretaker, secretary, and all other help .....		8,822.96
Insurance and Treasurer's bond.....		2,007.45
Farm and Garden Supplies—Implements and labor .....		1,922.93
Repairs to buildings.....		906.83
Legal work and advertising.....		1,259.34
Water rent and gas and water connections....		593.08
Grading and other work done by the Commission and not included in contracts.....		4,444.22
Surveys, charts and maps.....		315.00
Dedication expenses .....		394.00
Miscellaneous expenses .....		385.59
Total.....		<hr/> <hr/> \$831,736.18

## RECAPITULATION.

Total Receipts .....	\$847,085.59
Total Disbursements .....	831,736.18

Balance.....	\$15,349.41
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The above balance is subject to the following obligations:

Morrow Brothers—Balance due on contract.....	\$1,000 00
Enterprise Heating Co.—Balance due on contract...	3,675.12
James McCrea & Son—Balance due on contract....	102.95
The Tuec Co.—Balance due on contract.....	173.00
Wilson-Maltman Electric Co.—Balance due on contract .....	790.25
E. Howard Clock Co.—Balance due on contract....	160.00
Edward Brady & Son—Balance due on contract....	230.00
Riggs, Distler & Stringer—Balance due on contract.	1,043.17
Baltimore Gas Light Co.—Balance due on contract..	92.40
Parker, Thomas & Rice—Architects' fees, balance due .....	676.05
Charles L. Reeder, Engineers' fees, balance due....	493.71
Gas oven .....	400.00
Book Shelving .....	273.20
	<u>\$9,109.85</u>
Net Balance.....	<u><u>\$6,239.56</u></u>

The above statement is as of date December 31, 1915.

### AUDITING COMMITTEES.

Audit for period June 10, 1910, to July 31, 1913, made by

PETER J. CAMPBELL,  
CARVILLE D. BENSON.

Audit for period August 1, 1913, to July 31, 1914, made by

JOHN S. BIDDISON,  
SARAH E. RICHMOND.

Audit for period August 1, 1914, to December 31, 1915, made by

ALBERT M. SPROESSER,  
SARAH E. RICHMOND.

# Dedicatory Exercises.

HELD AT THE SCHOOL, November 19, 1915.

## The Invitation.



*The Maryland State Normal School  
Building Commission  
and the  
State Board of Education  
request your presence at the  
Dedication of the New Buildings  
of the  
Maryland State Normal School  
Friday afternoon November nineteenth  
nineteen hundred and fifteen  
at two o'clock  
Towson, Maryland*

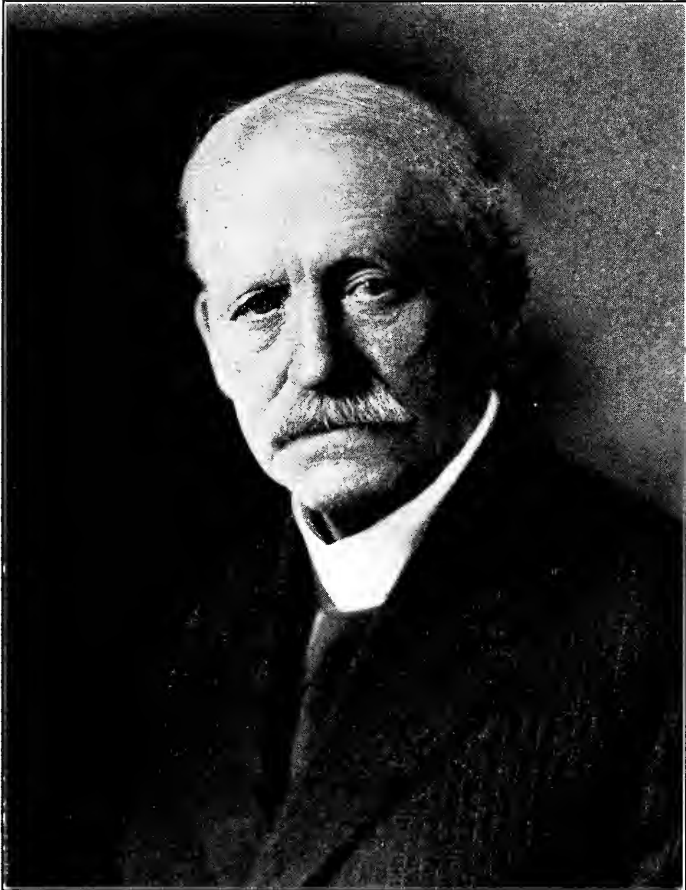


PHOTO. BY HOLMES

MURRAY VANDIVER  
State Treasurer



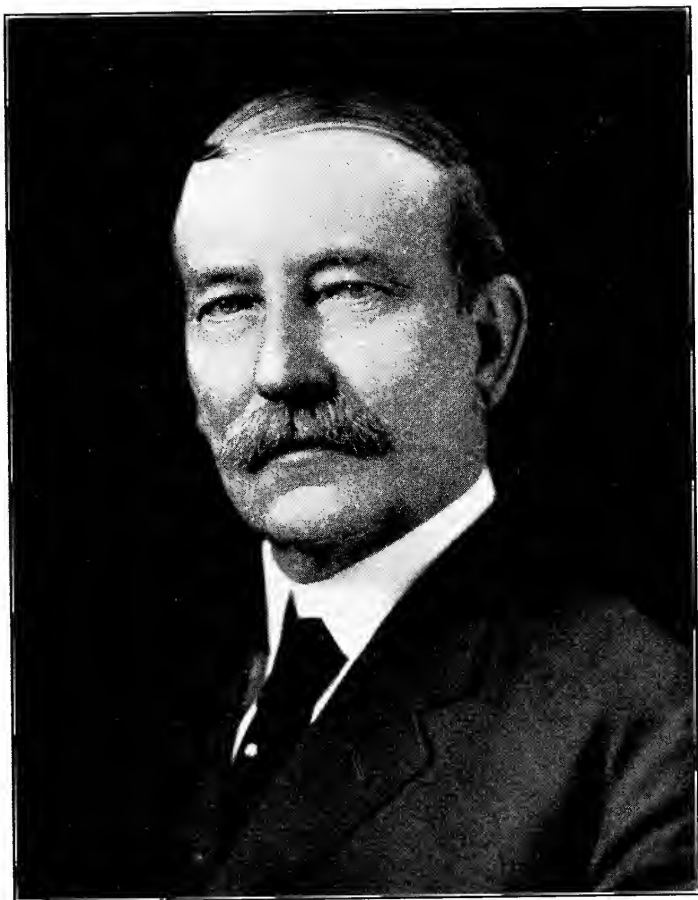


PHOTO. BY HOLMES

M. BATES STEPHENS  
State Supt. of Education





## The Program.

2.00 P. M. IN THE AUDITORIUM

Musical Selections	- - - - -	ORCHESTRA
Prayer	- - - - -	REV. FORREST J. PRETTYMAN Chaplain of the U. S. Senate
<i>Melodie of Peace</i>	- - - - -	ORCHESTRA
Presentation of the keys by	- - -	HON. J. CHAS. LINTHICUM President of the Building Commission
Acceptance by	- - - - -	HON. WILLIAM T. WARBURTON Member of the State Board of Education
Chorus— <i>Omnipotence</i>	- - - - -	SCHUBERT By the School
Remarks:	DR. M. BATES STEPHENS State Superintendent of Education	
	MISS SARAH E. RICHMOND Principal of the School	
Music— <i>America</i>	- - - - -	ORCHESTRA
Dedicatory Address	- - - - -	DR. PHILANDER P. CLAXTON U. S. Commissioner of Education
Solo—Violin	- - - - -	FRITZ GAUL
Benediction	-	THE RT. REV. WILLIAM A. FLETCHER, Rector of the Cathedral Representing His Eminence James Cardinal Gibbons
March	- - - - -	ORCHESTRA
Inspection of Buildings		
Selections	- - - - -	ORCHESTRA

## **The Opening Prayer.**

By REV. F. J. PRETTYMAN, D. D., Chaplain of the U. S. Senate.

Almighty God, the God of our fathers and the God and Father of our Lord Jesus Christ, we call upon Thy name at this time with reverence and Godly fear. We come at a time of great rejoicing because Thy favor has been extended to us, and we have been permitted to bring to its completion this structure to be dedicated to the interests of public education. Thy servants in this State have wrought into this temple of learning the great ideals of Christian civilization. In the building they have thought Thy thoughts after Thee, who art the great architect of the universe. We praise Thee that Thou hast so inspired Thy servants, men and women, in places of leadership in this State, with the true purpose of life so that they have sought to provide for the highest needs of the commonwealth by enlarging and enriching its system of public education. Master workmen have gone before us in this splendid service and we have entered into their labors. We thank Thee for the past history of this school, for its worthy aims, for its refining influence upon the citizenship of the State, and its wonderful achievements.

Now we come before Thee with the accomplishment of our present task and seek Thy continued blessing and guidance. Bless this school. Let Thy truth here find its highest end in the formation of character and the information of mind, and may its ministry ever abide a blessing to the State and honor to Thy name. For Jesus' sake. Amen.

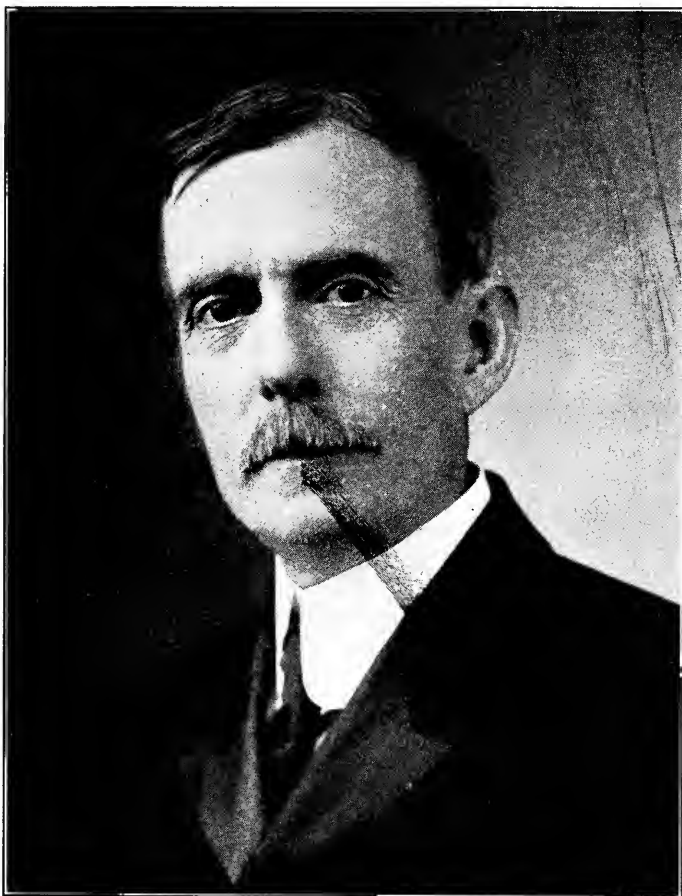


PHOTO. BY BUCK

REV. FORREST J. PRETTYMAN, D.D.  
Chaplain of the U. S. Senate



## Address of the President.

HON. J. CHAS. LINTHICUM, Member of Congress.

*Ladies and Gentlemen:*

We are assembled in this spacious hall for the purpose of performing not only an official duty, but one which is indeed pleasant and agreeable. We are here for the purpose of transferring the custody of this group of buildings consisting of this administration and academic building, Newell Hall (the dormitory) and the power house. It is unnecessary for me to go into details, as you can readily see depicted on all sides the artistic taste, substantial structure and the commodious rooms of the building which you occupy, and suffice it to say that the other two are no less ornate and adapted for their respective purposes than this fine structure with its great assembly hall, second alone in college halls in this country to that of the University of the City of New York.

### *Normal Education.*

I feel that this is not only the proper but the most appropriate time to say a few words in connection with normal education, its origin, growth and history, and while I do not desire to occupy much time, yet I beg of you to bear with me for just a few minutes until I outline this method of education and thereby show you the important relation occupied by our native State in this splendid and comprehensive work.

In 1743, when Benjamin Franklin proposed the founding of the Academy and Charitable School of Philadelphia, he suggested as one of the reasons for founding such an institution that some of the students of the lesser sort might be trained as teachers. Those of the greater sort, I presume, he imagined would become doctors, lawyers, etc.

In Germany the first attempt to provide special training for teachers is attributed to August Herman Francke in 1704, and even earlier to La Salle in France.

The term Normal School seems first to have been applied to an institution for the training of teachers established in Paris in 1794 (Ecole Normale).

### *First Normal School in America.*

The establishment of the first Normal School in America seems to be due mainly to the efforts of James G. Carter, of Massachusetts. In 1824 he began the publishing of numerous articles and appeals for the establishment of schools for the training of teachers. In 1827 he opened such a school at Lancaster, Mass., which he was a little later forced to close for want of financial support. In 1835 he became a member of the Massachusetts Legislature, and a year later chairman of its Committee on Education. He secured the passage of an act establishing a State Board of Education in 1837 and the passage of the Normal School Act in 1838. He was supported in his efforts by Charles Brooks, who had visited the Normal Schools of Prussia; Edmund Dwight, who contributed \$10,000 toward the establishment of a Normal School under the new act, and the famous schoolmaster, Horace Mann, who was appointed secretary of the State Board of Education. The first Normal School was actually opened on July 3, 1839, at Lexington, Mass., another at Barre the same year, and still another at Bridgewater in 1840.

Other States followed the example of Massachusetts by providing means for the training of teachers, but it was for the most part in connection with educational institutions, the main work of which was devoted to providing instruction along other lines.

### *Maryland First Independent Normal School.*

To Maryland we believe is due the credit of making the next serious effort for the training of teachers by the establishment of an entirely independent educational institution by the founding of this school on January 15, 1866.

The Maryland Constitution of 1864 included a comprehensive article on public education, providing for the appointment of a State Superintendent and the establishment of a system of education embracing the whole State.

Dr. Libertus Van Bokkelen, a man famous both as a scholar and a teacher, was appointed as the first State Superintendent. To him is due the credit of having planned our unique State system of education with the county as a unit of supervision



PHOTO. BY HOLMES

WILLIAM T. WARBURTON  
Member State Board of Education





and administration, as well as having conceived the organization of this school as an essential factor in his State system of education. He was extremely fortunate in having in Maryland at the time as a counselor Henry Barnard, then president of St. John's College at Annapolis, an educator of national fame, who, as secretary of the Board of School Commissioners of the State of Connecticut, had advocated the establishment of a Normal School there in 1839, and who in 1867 was appointed from Maryland as the first United States Commissioner of Education.

The career of the Maryland State Normal School, which has now extended over a period of half a century, is so interwoven with the lives of Libertus Van Bokkelen, the first State Superintendent of Education; M. Alexander Newell, the first Principal and second State Superintendent; E. Barrett Prettyman, the second Principal and third State Superintendent; M. Bates Stephens, the fourth State Superintendent, and Sarah Elizabeth Richmond, a first graduate, the school's most famed teacher and its present Principal, that I wish I might give the biographies of these splendid men and this lady who is so dear to us; but as time is of the essence of this speech, I fear I shall be compelled to forego this pleasure and to proceed with the history and the construction of the group of buildings which we have mentioned.

### *History of the Maryland State Normal School.*

In 1866 the Maryland State Normal School was organized with 11 students present. For several years the classes were taught in one room, no more being available. As the number of students increased conditions became intolerable. Through an increased appropriation the school was enabled to secure more comfortable quarters—the Athenæum Building, at the intersection of Charles and Franklin streets. Its stay here was but a short one, as the Legislature of 1874 gave the school a permanent home at Lafayette Square.

That building at the time of its erection was considered one of the best school buildings in the country. Dom Pedro, the Emperor of Brazil, at the time of his visit to the United States inspected the building and pronounced it the finest that he had seen. In the last twenty-five years school archi-

ture has so improved in design and methods of construction that the model building of thirty or forty years ago is only tolerated now for want of means to tear it down and reconstruct another. Thirty-five years ago the one aim in public education was economy; classes were large and teachers few, therefore large classrooms were needed. Today the individual counts for a great deal and fewer pupils are assigned to one teacher, necessitating a large number of classrooms. So it was soon apparent that the number of classrooms in the Normal School Building were not sufficient to accommodate the larger number of classes. With the better organization of the State school system the demand for the professionally trained teachers has constantly increased. It was found that about 350 new teachers are needed annually to take the place of those who abandon the work and to meet the demands resulting from increased enrollment.

The school with its plant was not able to give us more than about 75 graduates annually. These, with about 20 from the Normal School at Frostburg, were less than one-third of the number required to meet the annual needs.

The State Superintendent of Education was quick to comprehend the situation, and a number of the publications of his office urged that something be done to increase the supply of trained teachers. The plan of establishing training classes in approved high schools was given some consideration, but the great majority of our school officials as well as the leading teachers of the State took the position that the demand for trained teachers should be met by increasing the capacity of the Maryland State Normal School.

In 1909 the matter was fully discussed at the annual meeting of the Alumni Association of the School, and a committee was appointed, including such prominent members as Miss Sarah E. Richmond, Dr. William S. Love, Dr. Robert Fawcett, Richard M. Browning, B. K. Purdum and Robert Farring. This committee, through sub-committees in each county, conducted a diligent campaign, which informed the general public throughout the State as to the true situation.

It was my good fortune through the grace of Providence and a devoted constituency to be a member of the State Senate at this time and to be able to co-operate with this committee. I introduced a bill providing for a bond issue of \$400,000, but



JOHN S. BIDDISON  
Vice-President of the Commission



realizing the fact that owing to the enthusiasm for good roads and the large sum of money necessary for that purpose the School Bill could not pass, we redrafted the School Bill in the closing days of the session and provided for a Commission to study the question and report to the next Legislature. This bill was passed, signed by the Governor and became a law.

The Commission provided for by this act consisted of the Governor of the State, the Comptroller, the Treasurer, the State Superintendent of Education, the Principal of the Normal School, myself, and John S. Biddison, of the Senate, and Carville D. Benson and W. Mitchell Digges, of the House. It organized on June 10, 1910, with myself as president, John S. Biddison vice-president and B. K. Purdum secretary and treasurer.

The Commission took up its work with enthusiasm, studied carefully the whole question of Normal Schools, and let it be known through the public press that it was in search of a suitable site in the suburbs. More than three hundred were offered, and approximately one hundred actually visited by the Commission as a whole or by committees. It was early decided that the site to be finally selected should contain not less than 75 acres of land on a trolley line, making it easily accessible to Baltimore City, on or near a steam railroad to facilitate the delivery of supplies, near a town having churches of all leading religious denominations, stores, physicians, etc., for the convenience of the girls living in the dormitory, and near to sufficient population to furnish enough children of elementary grade necessary for the organization of a practice school.

The Commission, through its secretary, presented to the Legislature of 1912 a report showing the result of its work, giving a description and a map showing the location of the best sites which had been offered and tentative plans of proposed buildings prepared gratis by Theodore Wells Pietsch, architect.

A bill was introduced providing for a bond issue of \$600,000 and clothing the Commission with authority necessary to perform the task proposed.

Governor Goldsborough let it be known early that he was friendly toward the proposition, and the progress of the bill did not encounter opposition unusual for one authorizing such

a large expenditure of money. During the course of passage Andrew J. Cummings, of the House, and Peter J. Campbell and Albert M. Sproesser, of the Senate, were made members of the Commission and proved later to be valuable additions.

The alumni of the school scattered throughout the State kept up their earnest work by urging the necessity of the passage of the bill upon the members of the Legislature of their respective counties.

The bill passed in due course and was approved by the Governor on April 7, 1912, in the presence of Miss Sarah E. Richmond, the principal of the school, and a party of her friends.

With the funds now actually available the Commission again took up its work with an increased seriousness, met on May 4, 1912, and decided to continue the Commission as originally organized.

The selection of a site was again taken up, and a combination of these properties, on the west side of the York road, near Towson, which embodies all of the features agreed upon, was finally selected August 21, 1912.

The Commission decided to make the inspection of the leading Normal School plants throughout the country, and various committees visited schools at the following places:

Charlestown, Ill.

Macomb, Ill.

Cape Girardeau, Mo.

Oswego, N. Y.

Greenville, N. C.

Greensboro, N. C.

Montclair, N. J.

The Commission decided to select its architect by competition under the terms of the American Institute of Architects. James Rush Marshall, of Washington, D. C., was selected by the president as adviser and prepared the terms of the competition, which was open to architects of the State of Maryland only. The following leading architectural firms entered this competition:

Wyatt & Nolting,

Baldwin & Pennington,

Ellicott & Emmart,

Theodore W. Pietsch,

Parker, Thomas & Rice,

A. C. Leach,

Otto G. Simonson.



PHOTO. BY HOLMES

PETER J. CAMPBELL  
Member of the Commission





The competition was won by Parker, Thomas & Rice, of Baltimore and Boston. Charles L. Reeder was selected as consulting engineer, and the preparation of plans and specifications began in earnest.

*Douglas H. Thomas, Jr.*

At this juncture it seems befitting that I should mention the young member of this architectural firm who became the active architect of the Commission—the one with whom the Commission conferred and made its suggestions. The suggestions were always received by Mr. Douglas H. Thomas Jr., with the utmost consideration, the most exact courtesy and the generosity of a great man. As you visit these buildings and admire their architectural beauty, their color scheme and delicate tones, their uniqueness of design and difference from all other buildings, you may register it as a fact that they had their origin in the fertile and productive brain of this enthusiastic young architect, who at a time when they were nearing completion was suddenly called by accident to the great beyond. These buildings are a monument to his genius and ability, and I cannot but believe that they were intended by him to be the crowning efforts of a busy life. Young Thomas was not only a great architect, a business man and one who stood among the foremost in his profession, but he was likewise of that tender and amiable disposition that when among those pleasure seeking he was as though a boy in the ranks. He has left his “footprints on the sands of time,” and on these grounds have been erected buildings which will ever remain a monument to his memory.

The general contract for the construction of the Administration Building was awarded to Morrow Bros., October 13, 1913; the Dormitory Building to Edward Brady & Son, August 27, 1914, and the Power Plant to Sweetser Linthicum, Jr., October 8, 1914. Leonard F. Fowler was selected to represent the Commission in looking after the proper construction and workmanship.

The Legislature of 1914 met in the meantime and made an additional appropriation of \$225,000. The work on these contracts, with the exception of that of Morrow Bros., progressed with unusual rapidity, and the buildings were ready for the opening of the school, September, 1915, as originally planned.

The buildings are Middle English in architecture, of fire-proof reinforced concrete construction throughout, faced with a dull tone of red tapestry brick. They represent all the latest features of modern school architecture.

#### *Administration Building.*

In the Administration Building is located the administrative offices, recitation rooms and laboratories, the auditorium and lecture rooms, the library and reading rooms, the practice school, the domestic science department, and the cafeteria for day students.

#### *Newell Hall.*

Newell Hall is a dormitory and will accommodate more than two hundred young women. The living rooms are arranged in suites of two, with bath between, and the accommodations afforded are, we believe, as attractive in every way as those offered by any school in the country.

#### *Power House.*

The Power House is a central unit from which all lighting, heating, refrigerating, gas, water and electric service are supplied through a tunnel system to all parts of the buildings and grounds. The Manual Training Department and the Laundry are also located in this building.

In the prosecution of this undertaking it has been my happy lot to have the constant and energetic support of Mr. B. K. Purdum, the secretary of the Commission. I have likewise, as president of the Commission, been afforded every confidence and every assistance by each and every member of the Commission. Whenever called upon or whenever their duties, called them they have been ever ready to perform the same with dispatch and promptness. The State has profited well by the work of those gentlemen, who have given it without stint and without pay, their whole desire being to save the State every dollar possible, to construct the finest buildings within the appropriation and to see that every dollar spent should bring a dollar's return. All praise to these gentlemen for their untiring work upon this Commission.

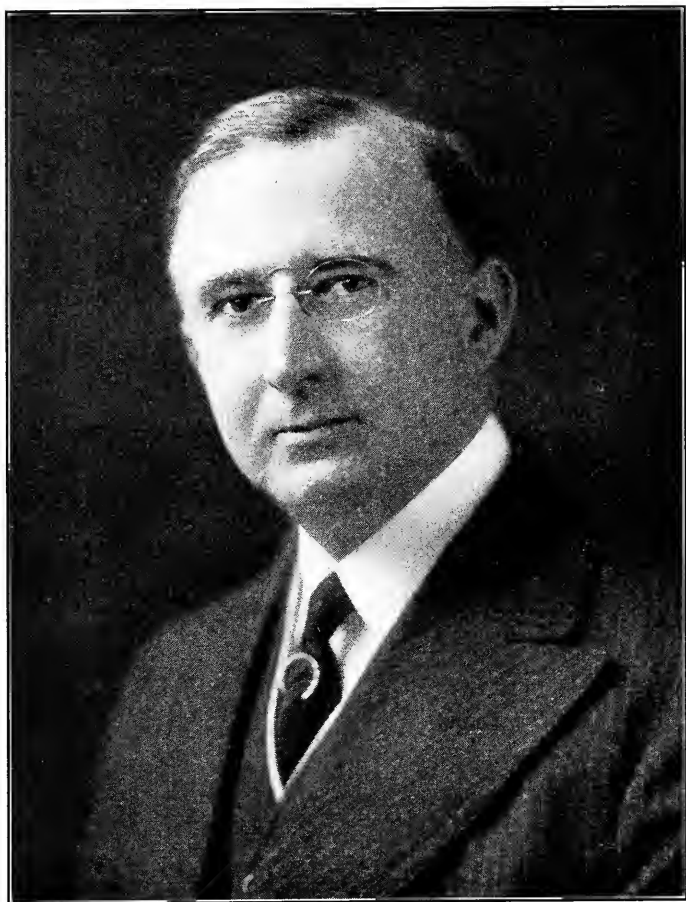


PHOTO. BY JANVIER

CARVILLE D. BENSON  
Member of the Commission



### *Work of Graduates Necessary.*

I have told you of the history and origin of normal training; of the idea, conception and completion of this group of buildings, and have covered the subject, I believe, quite thoroughly in the limited space. I wish, however, to impress upon each of you, and especially those young ladies and young men who go from this institution to teach in the public schools of the State, that to train the youth in those principles which are destined to make them good and efficient citizens is a high calling; that while the State through this Commission has provided you with these buildings, it is not these buildings through which the people of the State and nation will know the State Normal School—it is through the individual efforts and work of those who go from its doors as graduates that the institution will be best known. There are hundreds of people throughout the State who perhaps will never see these buildings, and who will judge the work only by the progress and proficiency of its graduates. The greatness of its work and the efficiency of the corps of teachers employed at this school will be known through the work and efforts of its graduates in the various communities. It is upon them that the greatness of this institution will largely depend—upon them will depend the fame of their alma mater.

### *United States Constitution.*

I feel that the teaching, not only in this institution but by those who go to teach in the various schools of the State, should not alone be confined to the lessons taken from the various textbooks, but that it should include also teaching upon those lines which will make the boys and girls who are to become the men and women of tomorrow the best possible citizens for the maintenance of this great Union. The Constitution of the United States, the great bulwark of American liberty and life, should be taught and its doctrines and principles become well grounded in the youth of the land. There has sprung up in the last few years a tendency to regard it too loosely. It has made this Union strong and great. What has made us the greatest democracy in the world of nations has heretofore been the strict adherence to the Constitution of the United States, which guarantees to all life, liberty and the

pursuit of happiness. Too much stress cannot be placed upon this great document as the foundation and corner-stone of the great Government of the United States.

In this connection should be taught the duty of each and every citizen to become interested in public affairs, to see that the best and most efficient men are elected to public office, and when elected it should be impressed upon all that the men whom they have placed in control should be recognized as the authority in that office to which they have been elevated.

### *Property Rights.*

We should also teach the recognition of property rights, both individual and corporate. Corporations are but the aggregate capital of perhaps thousands of large and small, rich and poor investors. There has been a tendency of late to drift from the old democratic principles taught us by our forefathers into a more or less socialism, quietly it is true, but nevertheless surely. State rights in many respects have gradually passed under national control, and while it is well that the National Government should have charge of many things, individual effort and individual and corporate business should be given as large latitude as the welfare of the people will permit.

If you teach the adherence to the Constitution, the respect for authority of those whom we have placed in office, respect for the laws and Constitution of our State, and respect for property rights of others. I feel that the teachers who go from this institution will be performing that service to their State and Union which will do much to continue this great Government of ours from generation to generation, so that those who follow us may have the same opportunities, the same benefits and the same advantages as those who have gone before and those of this generation. We are but the trustees of those rights and privileges which have been handed down to us by our forefathers; and it is to us that future generations have the right to look that they be handed down to them unimpaired and a vital living force.

### *Transfer of Buildings.*

And now, Mr. Warburton, to you as the State's representative I take great pleasure in saying that with the exception of

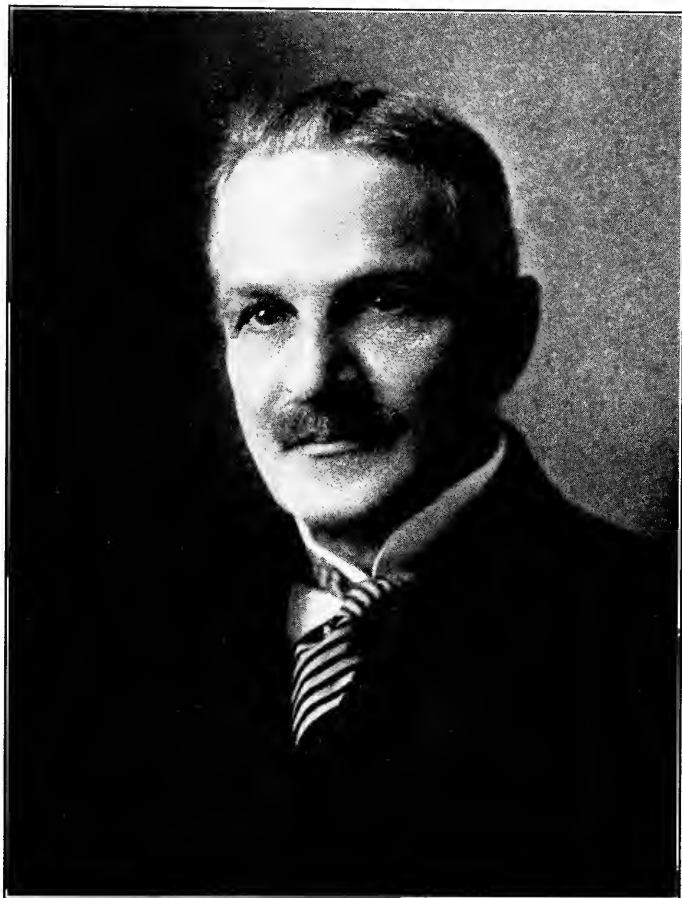


PHOTO. BY HOLMES

ALBERT M. SPROESSER  
Member of the Commission





a little unfinished work, amounting to a comparatively small sum, these buildings are complete in every detail, and as the Commission has guarded them as though they were children of the State, so we hope and know the State Board of Education will be equally interested and protecting.

I take great pleasure, both as chairman of the Building Commission and as a graduate of this institution, in delivering you these keys and thus turning over to the State Board of Education, through you, its chosen representative, the custody and control of this group of buildings, subject to the Commission's right to complete, hoping that they shall, through their substantial construction, large dimensions and fine location, serve the State of Maryland as part and parcel of its well-famed educational system, until the generations to come shall determine, as this generation has determined in reference to the old building, that the number of students can no longer be accommodated within their spacious walls.

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### **Address of Hon. William T. Warburton,**

MEMBER OF THE STATE BOARD OF EDUCATION.

I confess to some embarrassment as I find myself acting as a substitute for the Governor of Maryland, who is unavoidably absent at this time. Had he been able to be present he would have represented the State, and I in common with this audience would have listened to his address with pleasure and profit.

Complimented with an invitation to perform the duty which would have fallen upon His Excellency in carrying out the program of today, I can assure my audience that my remarks shall at least have one merit—that of brevity.

Impartial and exact justice requires the highest praise in behalf of the Commission which was charged with the selection of a location and the construction of this magnificent educational plant. From first to last the Commission has acted with scrupulous fidelity to the sacred trust imposed. It would be difficult, indeed, to have found a more desirable location. In the midst of one of the most beautiful sections of our State, easy of access to and from Baltimore City by steam and trolley, it is an ideal location.

The buildings in plan and outline, as well as all the details of construction, attest the wisdom and care which the Commission exercised in this important work, and on behalf of the State I accept the keys as the symbol of ownership, and I think I but voice the sentiment of the people of Maryland when I say to the members of the Commission, "Well done, thou good and faithful servants."

Today crowning this hill stands the completed structure built by the people of Maryland and known as the State Normal School. May it prove to be the best investment the State has ever made. Ignorance is inimical to the best interests of the State, hence the duty of the State to aid in educating its citizenship. Here within these walls are to be taught and trained those who shall go forth to teach and train the children of the State in our common schools. The people of Maryland want teachers who are genuine, not counterfeits. Lack of qualification on the part of the teachers in our common schools has crippled the system for years past. The success of this school and the justification of the expenditure here made on behalf of education depend entirely on the efficiency of the instruction here given. May the people of Maryland not be disappointed in this great and most important work.

Merit and worth should be recognized wherever found, and it is absolutely essential to the success of our educational system that politics should not be allowed to invade any part of it. In every branch and feature of it it should be guarded against the invasion of partisan politics.

If those who are charged with the duty of instruction in this institution shall be qualified for the work and shall perform their duty with zeal and efficiency, and in consequence of such teaching qualified teachers shall go from here into the schools of this State, our school system will be touched with new life and the expenditure the State has here made will in time prove to be its most valuable asset for the upbuilding of an intelligent, honorable citizenship, which in the future will be the bulwark of our liberty and the palladium of our freedom.

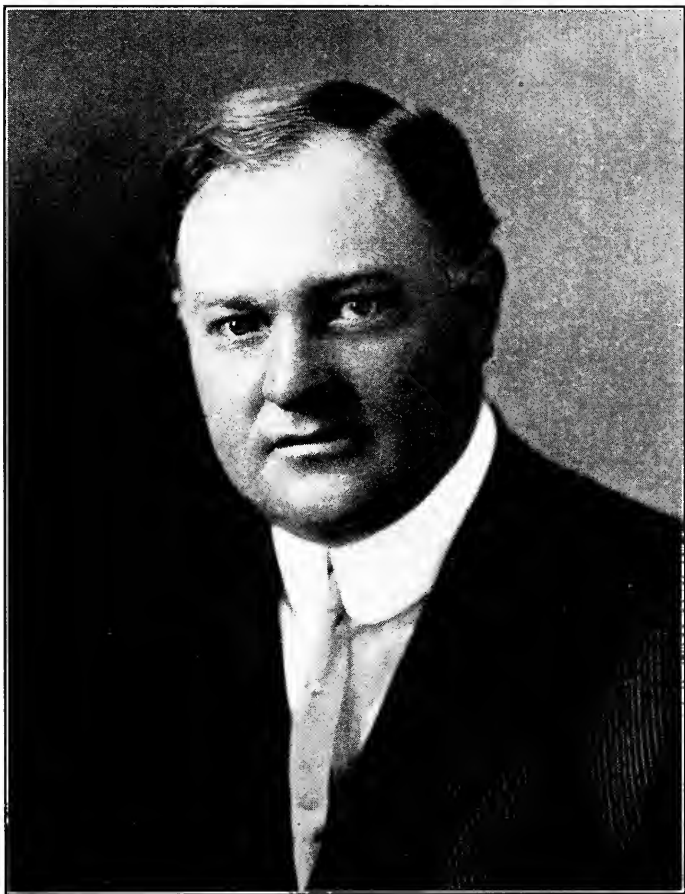


PHOTO BY HOLMES

ANDREW J. CUMMINGS  
Member of the Commission



## **Address of Dr. M. Bates Stephens,**

STATE SUPERINTENDENT OF PUBLIC EDUCATION.

We have already been told that the vast sum of nearly a million dollars has been invested in this new Normal School plant. For years there had been a growing conviction among our people that the State has not provided in an ample way to supply all the schools with trained teachers, and as a consequence more than one-half of the annual recruits to our profession have been young women and men without special training.

Speaking through their legally appointed representatives in the Legislature, the people of Maryland decided in 1912 to appropriate an extraordinary sum of money with which to purchase suitable grounds, erect modern buildings and provide abundant equipment for an adequate and up-to-date teacher training institution.

The action of the Legislature was certainly generous and, we believe, wise. A keen sense of obligation to an important trust on the part of the Commission which has directed the expenditure of the money is obvious when we observe the results of its work, and this splendid audience may be accepted as an evidence of popular appreciation of the whole movement for the betterment of school conditions.

The struggles and achievements of a school system a half century old lead up to and center in these ceremonies. We must not forget also that we are on the threshold of a new school era, for this occasion is a most propitious beginning of another fifty years, richer in achievement and fuller of promise than the one just closing. On the great highway of constructive educational policies this school will easily stand out as the central beacon light beckoning young men and women who would teach to this refuge for preparation. But valuable as these buildings and their necessary adjuncts are in the scheme to provide for our schools professionally trained teachers, they are not in a pre-eminent sense the essential elements of this institution. It is just possible to spend millions for buildings, but if placed in incompetent hands—if supplied with poor instructors—the expenditure in a large measure is nullified. There may be some in this audience who will live to see these substantial and beautiful walls unsightly and possibly in a

state of decay, but the training to be given within them, the efficiency to be gained through the teaching processes to be employed and the soul life to be fostered by precept and example will go on in the several communities of our Commonwealth in ever-widening circles for all time.

511  
"If we work upon marble," said the great Daniel Webster, "it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust. But if we work upon immortal minds, if we imbue them with principles, with the just fear of God and our fellow-man, we engrave on those tablets something which will brighten to all eternity." May we pause to realize that the young women and men who shall go out from this institution are to work upon immortal minds and will influence, more than any other class of human agencies, the quality of citizenship in the State, the character of heads of the family, and the kind of leadership we shall have in social, political and industrial life? With such a mission what duties and obligations are too great for this school to undertake? And, as we would, with a spirit rising into chivalry, defend this structure from spoliation by a vandal, so must we, standing today facing the future, resolve that no demagogue for ulterior motives shall lay his selfish hand on the teaching corps of this school. There can be but one justifiable reason to change the teaching staff of any school, and that is to improve its efficiency. As a stream cannot rise higher than its source, so the products of this school will not likely surpass in scholarly attainments, personality, training and moral courage those who instruct them. We need right here the best teaching fibre to be found anywhere, and such instructors should be as secure in the discharge of their duties as is a capable bank cashier.

This school will not fill its proper niche in our State school system until it shall furnish annually 200 graduates. It will not likely do this until it is determined that only high school graduates or their equals shall be eligible for scholarships. Calvert is the only county in the State without a high school, and if necessary the State should give such encouragement as will establish one there. This done, there can be no justification for the State to duplicate in this school the work that is within the province of secondary education.

The State and County School Boards select the students for this school. We ought to remember that the most artistic

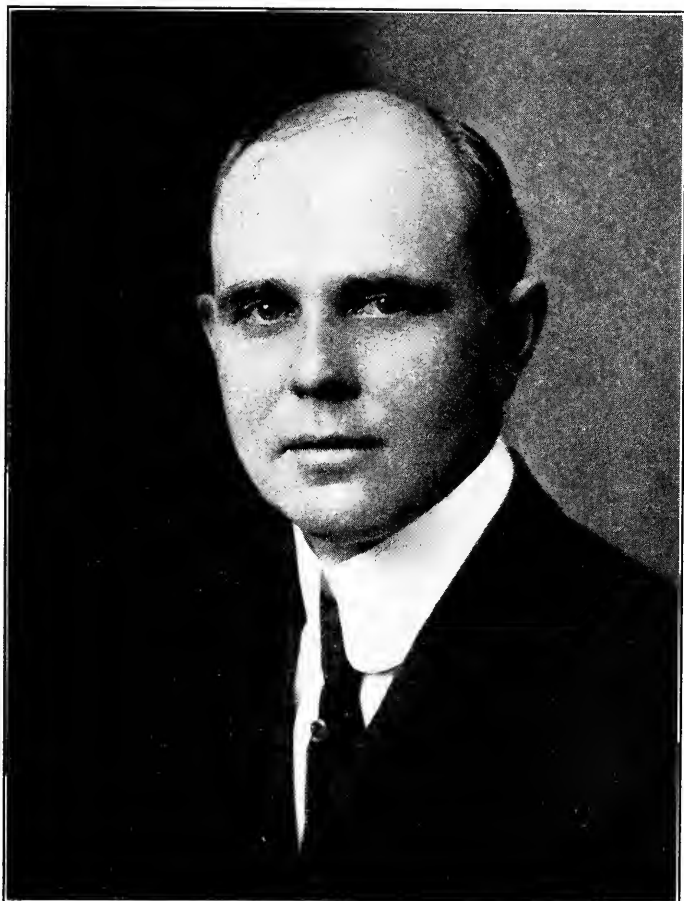


PHOTO. BY HOLMES

W. MITCHELL DIGGES  
Member of the Commission





teachers of this institution can no more make something out of nothing than can the ordinary artisan. A professor once said to his theological students: "Young men, ye must have at least these three elements if successful in your work, viz: piety, learning and common sense. God will give ye the first; I can give ye the second; but if ye have not the third, the Lord have compassion on ye."

Perhaps these elements are as necessary for the teacher as for the preacher. While in a sense it is almost a crime to select students who do not measure up to the intellectual requirements, it is ridiculous to send here as prospective teachers such as give no evidence of good common sense. Our interests in the general problem of education should impel us to send only the best material available. When this is done we will hear no more about Normal School graduates as failures in the teaching profession.

The claim that the teacher is the most vital factor in our plan of instruction cannot be made too often nor stated too strongly. The standard used in measuring the worth of a State school system is about the same as that for determining the efficiency of a teacher. In estimating the percentages made up from the several elements which enter into the makeup of a school, the teacher represents at least 75. What proportion of this large percentage shall stand on the right side of the balance sheet in scoring a school will depend on her information, training, personality, common sense and attitude toward others. To be 100 per cent. efficient she must be comfortable, and she cannot be comfortable unless she is paid a living salary. So let us remember that for every per cent. loss of efficiency in our State school system three-fourths of that 1 per cent. is chargeable to the teacher, and vice versa the teacher must be proportionately credited with every per cent. gain in its efficiency. This fact gives significance to these exercises and marks this occasion as one of unusual importance. As a State school official the best service I am capable of giving belongs to the Maryland State Normal School, and in your presence I pledge this school my best support.

## Address of Miss Sarah E. Richmond,

### PRINCIPAL OF THE SCHOOL.

In appearing before you today I occupy the unique position of being not only one of the parts that have made this dedication a fact, but am also the link which runs through all and doth all unite, being a student of the school from its beginning, an alumna, a member of the faculty, the principal, and through the office of principal a member of the State Board, and through the courtesy of the General Assembly a member of the Building Commission.

Fifty years preceding the coming 15th of January the Maryland State Normal School, created by the Legislature of 1865, was organized by Dr. M. A. Newell with 11 students. Dr. Newell was elected to the principalship because of his scholarship—having taken his degree at the University of Dublin—and his successful experience as a teacher in the public and private schools of Baltimore and Pittsburgh.

The school was located in Red Men's Hall, Paca street, near Fayette, within one-half block of the largest market in Baltimore and immediately adjoining an engine house. The neighborhood was not noted for quiet and repose.

One moderate-sized hall, badly lighted and more badly ventilated, served as recitation room, conservatory, studio and gymnasium. Lessons in the academic studies, in the principles of teaching, in music, in drawing and in physical training were given the first day. Biology was soon after introduced, and at the beginning of the second session the Model or Training School was opened under the supervision of Mrs. Borgman, a woman of much culture and of considerable skill in teaching and in training children.

The first graduating class numbered four to receive the higher diploma and twelve to receive a diploma of a lower grade. Of the four, three were graduates of the city's high schools when entering and one a graduate of Princeton. Two of these four are yet in active service and one is a retired merchant; the fourth passed into the great beyond within three years after graduation.

The students so multiplied in numbers that one class grew into four classes, all taught in the one room. Was good teaching possible with four classes in such proximity and reciting in different subjects?



PHOTO. BY BACHRACH

SARAH E. RICHMOND  
Principal of the School



Yes; the students in those classes had entered the school with the burning desire to avail themselves of all opportunities and not to miss a suggestion that would better qualify them for the office of teacher. Enthusiasm, loyalty to a cause, comradeship, and zeal inspired by their leader, Dr. Newell, the prince of teachers, made them insensible to everything outside of their special class. The influence of the living spirit of that one-room school has extended to every hamlet in Maryland and sanctifies the atmosphere of this hall today.

But the school so grew that conditions became intolerable and the administration had to seek better and larger accommodations. Through an increased annual appropriation the Athenæum Building, at Franklin and Charles streets, was secured, and thither the school removed in September, 1872. The increased facilities of the new home made school life more comfortable, inasmuch as we had more classrooms, a library, parlor, office, and sufficient room for the Model School in the same building.

While in the Athenæum Building a new professor came into the faculty—a man so young in years he looked boyish, but who developed into one of the strongest and most enthusiastic teachers in the history of the Normal School. Professor George L. Smith is enthroned in the heart of every pupil he taught, but the thrill of gladness at the recall of his name will be chilled by the memory of his tragic death while in the discharge of his duty.

The school thrived happily in its Athenæum home for three years. Unable to secure a short extension of its lease—the building having been sold—it moved into a rather dilapidated structure on Mulberry street, until its permanent home—erected by an act of the General Assembly of 1874—was ready for occupancy.

In May, 1876, the Carrollton and Lafayette avenues building was dedicated to the sole purpose of training teachers for the public schools of Maryland. This building, whose construction was supervised by the Board of Public Works, was handsome in its exterior, comfortable, well ventilated and replete with conveniences in the interior, had a large side lawn attached, and was considered to rank equally with the finest school buildings on the Eastern coast.

The school's advancement continued under the leadership of Dr. Newell (one of the foremost educators of the time), Dr.

E. B. Prettyman and Dr. G. W. Ward. Dr. Prettyman was ever kindly and sympathetic. Keenly alive to the best interests of the school, he used every effort to sustain the good reputation of the school. With him every student was as his daughter or son in whose good work he delighted. Through his influence a large addition was built to the school, containing a gymnasium, manual training room, laboratory and classroom.

Dr. G. W. Ward, who succeeded Dr. Prettyman, was earnest in all that he undertook, but left in a few years, regretted by his students, to engage in other pursuits.

After a residence of nearly forty years in the Lafayette Square building conditions became such that the safety and comfort of the students demanded that larger buildings with dormitories, well ventilated, fireproof, remote from the noise and confusion of traffic, be constructed, and that the campus of the school should contain acreage sufficient for outdoor recreation of the students and to allow for the growth of the school.

The alumni of the school—those who best knew through experience the limitations of the old building and its situation, the discomfort of boarding houses, the need of supervision outside of school—took up the question and worked with the serious, earnest purpose that success is born of. So enthusiastic were they in the work that every community in Maryland responded to the desire to give to its future teachers a building that the cause of education justified and a home where the young people in training for teaching could find protection, home comforts and suitable conditions for study.

The seed sown by the alumni fell on good ground and brought forth abundant fruit. The General Assembly of 1912 realized the need of trained teachers in the schools, and to a member voted for the issuing of bonds to erect suitable buildings for the Maryland State Normal School, placing the selection of a site and the construction of the buildings in charge of a commission.

The old adage "Go away from home to learn something" was verified in the case of the Commission. To do justice to our State and to measure up to the trust committed to it, it was necessary that the Commission visit other State schools to see which were best adapted to the special educational pur-



PHILANDER P. CLAXTON  
U S. Commissioner of Education





pose for which the Maryland school was intended, and also to become familiar with the most advanced ideas in school architecture. This somewhat enlarged and raised the ideals of the members of the Commission concerning the building they had charge of. To spend so large a sum of money and not to secure buildings to compare favorably with similar buildings in other States was to belittle the reputation of their own State; again, not to erect buildings sufficiently large to accommodate a considerably increased number of pupils was to ignore the experience obtained through the past history of the school. Thus it was found necessary to appeal to the General Assembly of 1914 for an additional appropriation.

The friends of the school when appearing before the several committees of the Legislature, or in interviews with the individual members, were not only courteously treated but found them warmly interested in the necessity of trained teachers in the schoolroom.

We, who directly presented the claim of the school for its new home, had but little work to do in aiding the passage of the bill. It had been done by the alumni and other friends, who knew the value of the work already done by the school.

The funds for the new building being made sure, the Commission began its work. The result is this group of buildings. Conspicuous in size and position is the one in which we are holding the dedication exercises. Beautiful in its situation, every window revealing a picture by nature's brush, harmony the keynote in its coloring and architecture, simplicity the characteristic of all that meets the eye, commodious, well ventilated, as near fireproof as the intelligence of today suggests, it is a monument of gratitude and affection by the alumni of this school to its alma mater.

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### **Dedicatory Address.**

By DR. PHILANDER P. CLAXTON, U. S. Commissioner of Education.

NOTE.—It is to be regretted that the Secretary has been unable to procure a manuscript of Dr. Claxton's able and eloquent address for this publication.

## **Benediction.**

Given by RT. REV. MONSIGNOR WILLIAM A. FLETCHER, D. D.,  
Rector of the Cathedral.

O Lord Jesus Christ, who didst instruct Thy Apostles to invoke peace upon every house which they should enter, bless, we beseech Thee, this home which has been set apart for the education of the teachers of the State of Maryland. Pour out upon it the richness of Thy blessings and the fullness of Thy peace. Charge Thy holy angels to guard it and to drive far from its precincts every approach of the enemy of souls. Fill its teachers to overflowing with knowledge, wisdom and Thy holy fear.

Bestow salvation upon its pupils as Thou didst upon the household of Zachaeus. Strengthen them with Thy heavenly grace, that they may understand, cherish and practice the salutary precepts which will be here inculcated. Grant to all who frequent these halls such a fruitage of virtue as may make them pleasing in Thy sight and render them worthy to be received, at last, into eternal tabernacles.

These blessings we ask through Thee, Jesus Christ, Saviour of the world, who livest and reignest God forever and ever.

And may the blessing of Almighty God, Father, Son and Holy Ghost, descend upon all here present and remain with them forever. Amen.

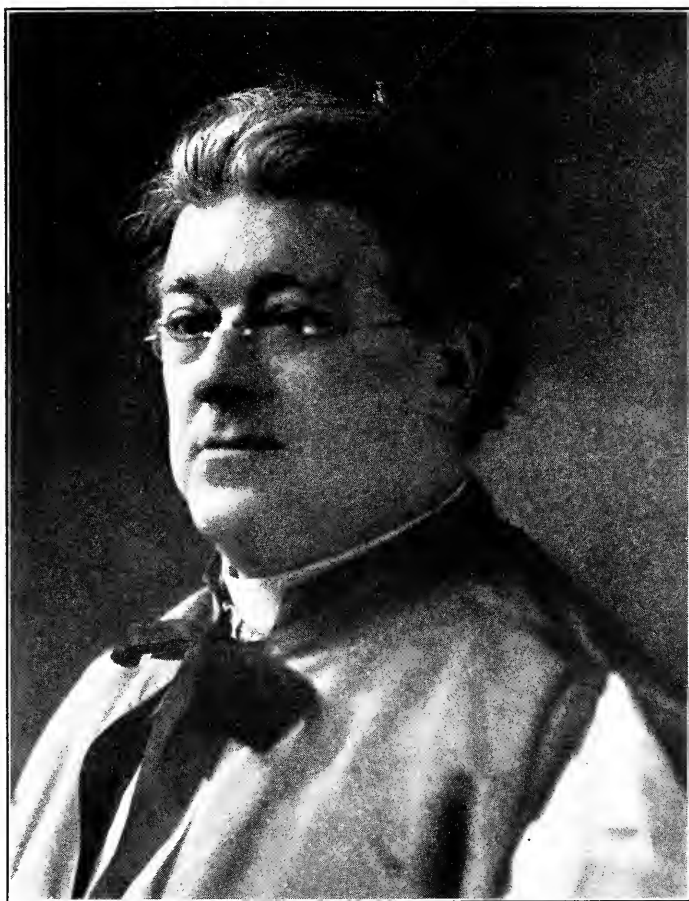


PHOTO. BY JEFFRES

THE RT. REV. WILLIAM A. FLETCHER  
Rector of the Cathedral



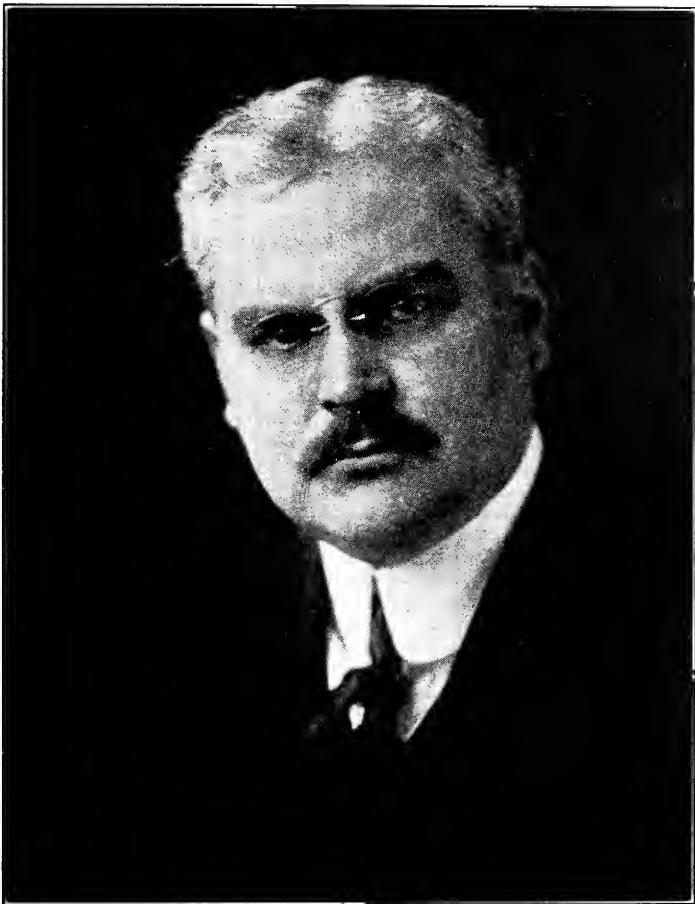
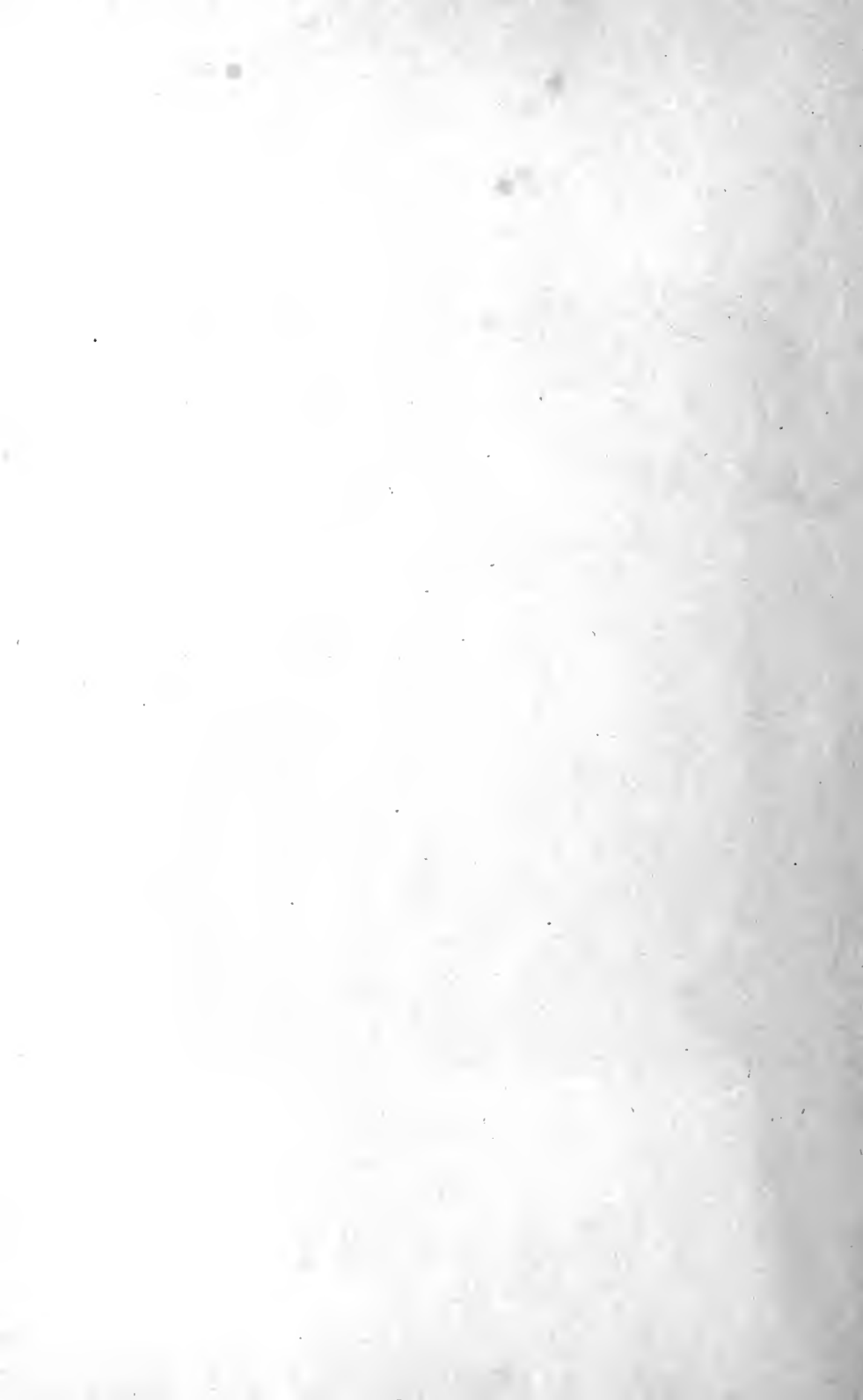


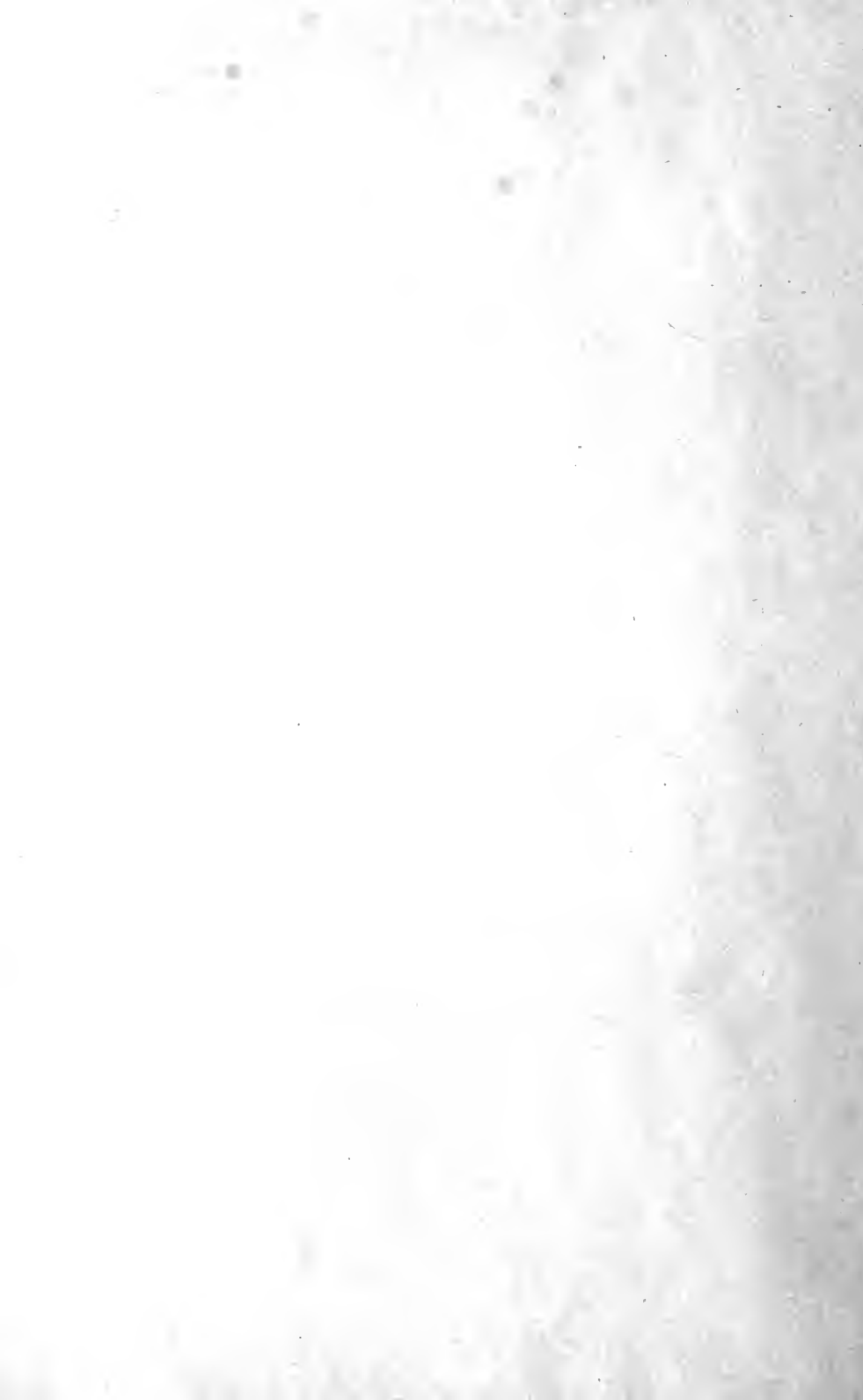
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**B. K. PURDUM**  
Secy-Treas. of the Commission





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